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ABSTRACT

A study of distance education opportunities for second language learning in the Central States region, especially in the less commonly taught languages (LCTLs), investigated the need for such instruction, available technologies, and instructional course design. The first section examines the implications of distance language instruction for the region and the nature of involvement within major language education groups. The second section, which concerns instructional technologies, details the role and limitations of technology in second language instruction (including instructional materials, equipment, funding, and training issues), types of available technologies, functions of transmission networks, and the advantages and disadvantages of distance education in language instruction. The third section outlines issues in distance education course design in the areas of analysis (needs assessment, analysis of learner characteristics, task/content analysis, and instructional objectives), course design and development (preparation, presentation, participation, practice with feedback, and performance assessment), implementation (logistics and learner support), and evaluation (components, data collection and analysis). Contains 45 references. Substantial supporting materials are appended. (MSE)

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DISTANCE EDUCATION TECHNOLOGY--
FOREIGN LANGUAGE INSTRUCTION
IN THE CENTRAL STATES

Patricia S. Kuntz

Madison Area Technical College
Madison Metropolitan School District

Document prepared for the Central States Conference on the Teaching of Foreign Languages, *Celebrating Diversity*, "Leadership Meeting," in Milwaukee, Wisconsin (26 March 1998).

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Preface

This distance education research arose from my interest in providing instruction of less commonly taught languages (LCTLs) to U.S. citizens. The LCTLs in the United States comprise languages other than English, French, German, Latin, and Spanish. (Appendix J - LCTL Organizations) Another words, LCTLs include primarily indigenous languages spoken in Africa, Asia, and Eastern Europe which often are also languages of countries with emerging economies.

As a recipient of language fellowships funded by the National Defense Education Act (1958) and the Higher Education Act (1965), I became aware that only a few U.S. citizens had an opportunity to study languages critical to the U.S. economic well-being. These citizens/permanent residents tended to be highly motivated graduate students at research universities such as the University of Wisconsin and other universities in the Central States Conference region. (Appendix A - HEA Title VI Centers) Although these funded universities specialized in language training to an advanced level of proficiency, few of the university faculty and students shared this resource with pre-collegiate or other collegiate teachers and students.[1] At Ohio State University and the University of Wisconsin, university staff have arranged with administrators in their respective Schools of Education and State Departments of Education for teacher certification to include LCTLs.

The impetus for this specific topic was inspired by Paul Sandrock (Wisconsin Department of Public Instruction). Sandrock was familiar with my interest in technology (development of an African Studies BBS [bulletin board system] and the less commonly taught languages (a listserv for readers of Swahili). He suggested that I contact several Central States Conference members who might have interests in distance education (Appendix H - ACTFL Distance Learning SIG). Valorie Babb (Past Pres. ACTFL) had worked at Prairie Public Television in North Dakota. She agreed to mentor me. Her knowledge of educational technology and contacts in the emerging field was invaluable.

Once accepted into the Central States Conference Leadership Program, I enrolled in one of four distance education programs in the United States.[2] Beginning in the early 1900s, the University of Wisconsin staff designed many models for "distance" education. The Wisconsin has hosted a distance learning conference since the late 1970s and has generated national recognition for expertise in distanced education. In 1993, two Wisconsin faculty Christine Olgren and Chere Gibson (Dept. of Continuing & Vocational Education) established the Wisconsin Distance Education Certificate program (15 credits).[3] Since they were familiar with a variety of examples of distance delivered foreign language, I used a different language course as a case study for each course module report.

To expand upon the coursework of the Distance Education Certificate, I also attended as many computer workshops or

seminars offered formally or informally on the University of Wisconsin campus. This strategy included completion of two courses from the Department of French and Italian offered by Sally Magnan. The first course provided an overview of resources available for in-class instruction via the computer. The second course examined research strategies for testing hypotheses about appropriate uses of computer for instruction. Both classes utilized FirstClass software for out-of-class discussions. Throughout the year, I attended "brown bag" seminars concerning computer software and classroom applications.

Notes

1. Mahdi Al-Osh (Ohio State University) is a unique exception. He held summer institutes for K-12 teachers to study Arabic and then to develop curricula for the pre-collegiate level. Unfortunately, the National Endowment for the Humanities funding has not been renewed.

As an outreach director in African Studies, Kuntz developed several academic and summer programs to teach Swahili for pre-collegiate students. These programs lasted for several years.

2. Texas A & M, College Station; Teletraining Institute, Oklahoma; Pennsylvania State University (graduate program), UCLA Education Extension, and University of Wisconsin.

3. University of Wisconsin-Madison, Distance Education Professional Development Program. <www.wisc.edu/depd> (608) 262-8530, Fax (608) 262-7751

INTRODUCTION

The demographics of students enrolled in "foreign" language classes in the United States have changed over the past decade. Heretofore, commonly taught languages (CTLs) comprised English (as a second language), French, German, Latin, and Spanish. With the increased immigration of families from Southeast Asia and Latin America and the economic expansion in East Asia, student enrollments in French, German, and Latin have declined.[1] Replacing these languages are a variety of Asian and African languages, such as Japanese, Chinese, Korean, Hmong, and Arabic.

Presently, few language teachers who hold state certification for French, German, or Latin are prepared to teach students who seek instruction in non-Indo-European languages.[2] These teachers often find that it is difficult as a working adult to acquire a certifiable proficiency in an Asian, African, or American language. Consequently, a mismatch has evolved between languages that district offer and languages that the nation, state, and city need. Moreover, this mismatch is aggravated by the fact that school districts rarely provide sufficient language instruction to enable students to acquire a level of proficiency necessary for government or business employment.

Implications for the Central States

This demographic and instructional situation is particularly critical in states comprising the Central States Conference (CSC). For the most part, member teachers at pre-collegiate and collegiate school systems must contend with declining enrollments in French and German despite the fact that the majority of the USED-administered HEA Title VI National Resource Centers and Language Resource Centers reside at universities in the CSC region. (Appendix A - HEA Title VI)

Distance delivered instruction is still an untapped resource. A few members have presented papers describing distance instruction. (Appendix B - CSC Papers) However, most technology presentations at CSC have dealt with in-class (one site) computer applications. Although language scholars (Bush & Terry, 1997; Chávez, 1997; Nielsen & Hoffman, 1996; Noblitt, 1995) have published materials describing various computer software or CD-ROMs applications to specific skill instruction, few have addressed remote-site instruction.

CALICO

At two recent meetings of the Computer Assisted Language Instruction Consortium (CALICO), few presenters explained applications specifically for distance education/learning.[3] For example, at the 1996 meeting which focused on "distance learning," most participants presented techniques available <u>from</u> a distant site for teaching localized classroom students

(Fischer, 1996; Oller, 1996). Many presentations dealt with the use of computer technology to supplement classroom courses, such as CU-See-Me to chat with students in other countries or listservs/ers to write to "natives" in the target country. Many presenters demonstrated ways that students could use the WEB to search for data concerning a project or create multimedia portfolios. The meeting verified that teachers (Warschauer, 1995, 1996) had applied technology to a wide variety of uses; however, few of them (Rose, 1995) had designed instruction to a distance location for students studying a language.

ACTFL

The American Council on Teaching Foreign Languages (ACTFL) is the national language pedagogical organization. Recently, CSC members have joined others to form a Distance Learning SIG. (Appendix H - ACTFL Distance Learning SIG) As members of this SIG, the past, present, and forthcoming ACTFL presidents are personally involved in distance education projects in their respective states. When asked what were the critical issues for ACTFL membership of the current president, Ann Tollefson responded:

> . the need to connect foreign language teachers, especially those in rural situations and/or in which they are isolated from their FL peers;
> . the need to provide high quality professional development across the profession, again especially in rural areas; and
> . the need to provide equity for students throughout the nation, i.e. to assure students in small schools as well as those in schools whose financial situation does not permit a broad curriculum the same opportunities as

> are provided to their more affluent peers. This almost always involves a wide choice of languages and longer sequences of a least one language.[4]

These needs often can be reduced by the implementation of well designed courses distributed via technology.

NCO-LCTL

At the 1997 meeting, the officers of the National Council of Organizations of Less Commonly Taught Languages included a section on *Technology and LCTL Instruction*. The plenary speaker warned conference participants "that money devoted to technology may be funds removed from teaching and that this process may be a costly one to the LCTL fields." Later, Coffin argued that "technology and curriculum must go hand-in-hand."[5] The speaker like the panel participants discussed issues of utilizing technology in class instruction (on-campus). They did not address the subject using technology for remote-site instruction. (Appendix J - LCTL Organizations)

This article will outline issues of distance education. More specifically it will address selection of technologies for distance delivered courses and the development of an instructional design.

TECHNOLOGIES FOR DISTANCE EDUCATION

The selection of a technology or technologies is crucial for a worthwhile program. Often educators, teachers, and administrators are overwhelmed by choices.

Limitations to Foreign Language Courses

Several reasons contribute to the limited availability of distance courses for "foreign" languages. Most important is the lack of support but other reason include lack of materials, appropriate equipment, funding, and training.

Instructional Materials

At most institutions of higher learning, the development of course materials is not a considered as part of the tenure or promotion assessment. Consequently, teachers who do develop materials must do so on their own time and acknowledge that these materials cannot be substituted for refereed publications. At the pre-collegiate level, time is also problematic. During the academic year, few instructors can obtain release time to develop a project. And in the summer, often colleagues are not available to do work on a project. Moreover, planning requires substantial financial commitment.

Equipment

The lack of equipment or the lack of knowledge about using the equipment can become a significant limitation. In many institutions, the rooms are not designed for electronic equipment or wired for Internet or satellite reception. Consequently, teachers are required to make special arrangement for wired classrooms or rent equipment to use in the classroom. Often students and teachers do not have proper or sufficient training in the use of the hardware. Technical support at the course-initiating institution and the course-receiving site is critical and often lacking.

Funding

Money to support up-dating technology is critical. Equipment must be repaired and up-graded to meet current definitions of use. Instructors also require regular training in new equipment and software applications. Orientation programs for part-time instructors and substitutes can be costly and time consuming.

Training

Finally, students like teachers require training for using equipment and software. Sometimes the only opportunity to familiarize students with computer software being used in a course is during a class meeting which takes time away from language instruction. In addition, students need preliminary

explanations on the protocol being used during the session (i.e., microphones on or off, repetition of name and sites). Participants need to know the procedures for resolving technical emergencies.

Types of Technologies

The following description is based upon my understanding of the current state-of-the-art for distance education (Moore & Kearsley, 1996). Instructors who teaching to remote sites find that a combinations of technologies work the best.

Print

Many universities and private language schools provide print-based instruction. The University of Wisconsin-Extension has offered language courses since the 1920s. Presently, the UW-Extension lists 13 different languages including Arabic. According to Werther', most of the college courses are taken by current language teachers seeking recertification credits or leisure learners, predominantly women, preparing for travel (Martin, 1989). In contrast, the high school courses are designed for students who seek a language not currently offered in their district. (See Appendix C - Languages)

Print format is essential for students learning at a distance and without access to electronic technology. Explicit writing for study guides is critical (Duchastel, 1983). These guide replace the instructor by orienting the student to the

course, describing the course goals, providing learning activities, and preparing self-assessment.

Audio (1-way)

Several forms of audio technology can be used in a distance context. These technologies include tape and radio.

Audio tape unlike other technologies is standardized and can be used by any student around the world. For the busy student, audio tapes are very convenient since they can be listened to most any place. Although traditional class instructors have abandon the use of language laboratories made popular in the 1960s by the audio-lingual method, audio tapes are still used for short listening activities as part of distance instruction. Furthermore, the audio tape can provide cultural notes in English for students who study one of the "dead" languages such as Latin, Greek, Urdu, or Ancient Egyptian.

Radio was a popular medium for instruction. After World War I, several universities like the University of Wisconsin-Extension created a "school of the air" for returning veterans. Lectures were broadcasted from AM and then FM radio stations. Since the 1980s, this course format has diminished and is replaced by "talk-radio." Listeners rarely earn credits for listening to programs/courses. Nevertheless, listeners can still learn much from the "show." In developing countries, radio is still a medium for language instruction such provided by the BBC and Voice of America (VOA) for teaching English.

Electronic Writing

Electronic writing comprises synchronous and asynchronous platforms. Language students using a synchronous platform can read messages immediately. The most familiar medium is the facsimile (FAX) machine that digitizes print to be sent over the telephone lines. It is a form a copy service which is particularly useful for language teachers and students when speed is critical.

Language instructors have developed computer software for MUSEs/MUDs/MOOs (multi-user simulation environment/domain/object oriented) so that students may write to one another in a target language in real time. This format permits fantasy and helps students practice and expand their vocabulary. For distance students who have no one to talk to at their sites, this format introduces them to people around the world who are eager to communicate in the target language. Unfortunately, each software has different commands. To connect to a MOO, one must telnet to one of the following addresses:

FrenchMOO	deadalus.com 7777
Little Italy	ipo.tesi.dsi.unimi.it 4444
MundoHispano	io.syr.edu 8888
MOOsaico	moo.di.uminho.pt 7777
schMOOze University	arthur.rutgers.edu 8888
Virtual Classroom	sol.uvic.ca 6250

On-line email or "chat" is a connection of two computers in which students or teachers may send messages in real time. Coordinating the writing takes some skill since the message is appears on the screen where the prompt is located. This could be in the middle of a sentence that a person is writing. This

specific topic or to individual subscribers. This service allows teachers to create different subjects that students are expected to discuss. However, it does not clog an account with unread messages. It also enables teachers to peruse the public files designed for language learning.

Like BBSs, listserv/er is a service that enables a subscriber to receive messages automatically on a given topic. Teachers can create a listserv/er for distributing announcements and for students to make general inquires. Most listserv/er software permits archiving and searching of messages. Because the service requires a subscription, teachers can restrict the list to enrolled students only.

Finally, audio-graphic is a technology that enables still video to be transmitted. With a telephone conference connection for audio transmission, this technology allows the instructor to write or draw an image on an electronic tablet, show a document, photographs, or slides. This format is most appropriate for teaching reading and writing skills. It works well for languages not using the roman alphabet such as Ancient Egyptian, Arabic, Chinese, Farsi, Korean, or Japanese.

Audio-conferencing (2-way audio)

Teleconferencing is a common tool of instruction. Increasingly, academic and corporate administrators are using conference telephone calls to make decisions and to elicit information. Language teachers are beginning to incorporate

format may be appropriate only for proficient students of the target language. Students with less proficiency may become confused and frustrated in reading and writing simultaneously.

On-line conferencing is growing in popularity. Several listervers provide for correspondence in the target language such as Swahili-L or Frogtalk.[8] Recently, teachers of languages at a distance created a listserver to discuss issues.[9] Several software products enable students to communicate in the target language by writing messages in one box and reading posted messages in a second box. In addition, several students can peer-edit essays or assignments or arrange activities by using this format. Color-coded fonts help to distinguish the different writers. FirstClass and Deadalus softwares provide this capability.

The asynchronous platform allows for thoughtful writing. It often attracts the student who does not talk in a traditional class or who likes time to reflect on issues. In this case, email (electronic mail) written off-line and then up-loaded to an account or attached to a message is attractive. Email accounts are easy to acquire. Students can purchase connectivity through a commercial server or as a condition or registration at an institute of higher learning. No archiving exists in email accept as the subscriber retains old messages. It is easy to overflow the account if messages are not read on a daily basis.

BBSs (bulletin board services) is a file archive and message service. Subscribers can read and/or write messages on a

conference calling as a part of distance course activities. In the 1980s, Ohio State University developed a language program which utilized telephones. (Appendix C - Central States Conference and Appendix E - Federally Funded Programs) In an effort to increase enrollments, Kansas State University utilized the Ohio State University model to train students and student teachers.[10]

Distant students of languages participating in this technology have the option of developing real-time communicative competencies. Educational Teleconference Network (ETN) is an example of an interactive audio system. Russian and Japanese are offered under the auspice of ETN and use audio-graphics.

The photophone has potential for instruction; however, few institutions and distance sites have such equipment.

Video and Audio

Video and audio technology includes one-way and two-way interaction.

One-way video + One-way audio.

One-way video/audio is an excellent delivery system for illustrated lectures and demonstrations. Language teachers can provide cultural notes concerning different aspects of countries where the target language speaker lives.

1. video cassette. Video cassette has become a standard component of traditional and distance education. Since most homes or work places have VCRs, students do not find using a

video cassette difficult. Unlike the audio cassette, the manufacturers produce video cassette in several formats and band width. Therefore, a cassette purchased in Europe or Asia may not function in North American equipment.

2. broadcast TV (analog). Broadcast programs such as those produced by National Public Television or programs produced for distribution over commercial television are possible (KET - Latin). Broadcast TV utilizes a wide bandwidth to ensure quality reception. The viewing is free to the public but credit requires a payment for the course materials and overhead costs. Presently, the Wisconsin Educational Communications Board is broadcasting "Destinos"--a Spanish program."

The next forms of audio and visual technology illustrate a structured delivery. If students have an opportunity to telephone or fax questions to the instructor, they are given only a few minutes to do so. It is not possible for students to talk to one another at remote sites. Moreover, if students do not ask questions, the teacher is obligated to use the time productively.

3. ITFS or microwave TV. Instructional television fixed service (ITFS) is a relatively inexpensive for of course delivery. Its microwaves have a range of 25 miles for small area distribution. Most materials are pre-recorded in a studio. To accommodate student questions, most ITFSs also include a bridge. Many school districts utilize this technology to offer language instruction not possible in each school. In this situations,

class schedules at all school must be synchronized. For instance in Madison, Wisconsin, this delivery system is not possible for instruction of less commonly taught languages such as Chinese, Japanese, and Russian. In addition, topography (mountains or buildings) can block transmission.

4. cable TV. Cable TV involves the distribution of a signal through a coaxial or fiber-optic cable which is connected directly to the viewers television. Since most families have a cable subscription, this delivery system is possible for adults. Unfortunately, not all pre-collegiate schools have cable connection.

5. satellite TV. In addition to the above TV services, students can receive direct broadcast satellite programming via a small satellite dish (Ku-band or C-Band). The more expensive Ku-band technology is affected by weather conditions while the C-band is affected by microwaves. In addition, instructors must consider the types of downlinks such as fixed or steerable available to their students. All equipment related to these technologies must be compatible with the frequency used. The dual-band, steerable downlink is most expensive. Presently, few languages courses are broadcasted directly. Potentially, more homes will purchase this delivery service to allow family members to enroll in courses.

6. CBT. Computer-based training/instruction comprises the use of a personal computer used by the student independently. Heretofore, few distance education courses have

used laser disks, CD-ROMs, or special computer programs for several reasons. First, the hardware on which to run these technologies has been expensive. The time involved in preparing courseware is expensive. Third, some products are designed for a MS-DOS, Windows, or MAC platform. Until recently, these systems have not been interchangeable. Once the course materials have been digitized, CD-ROM, with large storage capacity, is inexpensive to duplicate.[12] It is expected that this technology will compete with the audio-tape and video-tape.

Two-way video + two-way audio.

Although two-way video/audio may appear to be the "best" technology, it may not be the most appropriate or feasible for language instruction.

1. Internet/WWW (computer conference). The use of the Internet and its associated services is quite extensive. Students of all ages have found this technology perhaps the most engaging. In fact, articles are written about addicted students who browse the WWW unceasingly to the detriment of other daily activities. Most CSC panels and foreign languages courses dealing with technology illustrate applications the Internet to instruction. The power of the computer with ethernet or a high-speed modem can bring virtual reality to the user. Web pages are becoming a standard feature of distance-delivered courses.

2. compressed video. Compressed video is the least expensive format which requires additional equipment to re-code the signal. Most instructors are limited to four sites for

effective teaching. In addition, the stationary cameras are limited by capturing only simple graphics or texts (similar to that required of overhead projectors). The costs are higher than other technologies since the band is carrying both visual and audio digital information. Most annoying is the delay or echo created between sites. This phenomenon is most frustrating for teachers trying to maintain instruction in the target language.

Description of Transmission Networks

In the case of the CSC membership, many members will need to collaborate with others through their state department of education to reduce duplication of course development. Some of the commercial servers provide instruction that can complement a district program. With the emphasis on culture among language instructors, a visual technology will be more appropriate than audio only.

Some programs for CSC members might include information on:

- the National Standards for Foreign Languages with CSC state applications
- the use of technology
- new instructional methods
- the oral proficiency interview (assessment system)
- the integration of culture from the target language countries (French - Africa, Latin America; Spanish - South America)

The number and location of learners can be any place in the 17-state area of the CSC region. In reality, most locations will be found in cities with colleges and public libraries where connectivity is possible. Language teachers in small communities may own satellite dishes or high-speed computers that will enable them to enroll in a methods course or down link a language course. The costs at this point will vary due to the location of the teacher and school.

The organizational climate will also determine the breadth of course receptivity. For instance, language courses drawing few students may not justify allocation of space and time within the school schedule. In order for students to participate in same-time/remote-site classes, school administrators may need to synchronize their class hours.[13]

The results of the survey (Appendix F - Survey) indicated that distance education program received funding from several federal and state sources. Since public secondary schools utilize many language programs, tuition fees may not be the only source of funding; however, at the post-secondary level, tuition can fund production and receiving costs. According to the National Council for Languages and International Studies (NCLIS), federal funding (U.S. Department of Education) for educational technology will increase for the next 3-year cycle.[14] The federal government provides matching funds for most general language instruction to world area centers on a competitive basis. (Appendix A - HEA Title VI) Therefore, CSC members who

teach at the K-12 level may need to seek funding in collaborate with a HEA Title VI Center faculty member such as:

LANGUAGE	REGIONAL CENTER
CTLs	
Spanish	Western Europe, Latin America
French	Africa, Asia, Latin America, Canada
German	Western Europe
Latin	Western Europe
LCTLs	
Arabic	Africa, Middle East
Chinese	East Asia, South East Asia
Hebrew	Middle East
Japanese	East Asia
Portuguese	Western Europe, Africa, Latin America

The Fund for the Improvement of Postsecondary Education (FIPSE) awards grants for the improvement of postsecondary education include language instruction. Among the 75 grants awarded each year, most proposals focus on the improvement of instruction by the implementation of technology. CSC members from undergraduate institutions may consider submitting a proposal.

Recommendations

At this point in time, I would recommend a combination of several technologies with print materials. Each CSC members may have local variables with which I am not familiar.[15] The responses from teachers of distance language courses or producers of language courses indicate a preference for technologies that utilize two-way video and two-way audio (Appendix F - Survey). Most instructors rent time from commercial organizations such as SERC or StarNet or produce programs in a district area. The

languages include the commonly taught languages (CTLs) and the less commonly taught languages (LCTLs) including Chinese and Japanese. Some school districts also offer an indigenous North American language including American Sign Language (ASL).

The CSC will need to change in a variety of ways. Increasingly, audio and video-conferencing will replace face-to-face one-site meetings. Conference papers and abstracts will be posted on the WWW site <www.uipui.edu/cscfl/> and announcements will me made only through the listserv <csc-net@ualr.edu>. All members will be asked to supply an email address along with a telephone number. In addition to being more efficient, this use of technology will cut paper and mailing costs.

At the annual conference, changes will be made. As more presenter give demonstrations and link to colleagues during meetings, the CSC will need to provide equipment and connectivity for presenters. Flip charts, VCRs, slide and overhead projectors will not be sufficient. In addition, the standard 20-minute lecture format of presentation may need to change to include pre- and post-presentation activities. My recommendations are as follows:

. a range of delivery systems should be made available;
. a change in curriculum and instructional design;
. an evaluation of the relationship between print-based materials with technical products;
. increased teacher training in the implementation of the new instructional techniques;

- improved assessment strategies to verify goals and objectives of instruction; and
- certification, recertification, tenure, and promotion include formal training in new delivery systems as applied to discipline.

Advantages

Because students have different learning styles (visual, audio, tactile), they require a variety of instructional delivery. This need is magnified when students enroll in a language class taught from a distance or are in an independent study course. However, the technology enables students to interact with a potentially wider net-work of scholars and students than would be possible in an in-class setting.

Disadvantages

Technology costs money not only for the teacher-producer but also for the student. Some courses that utilize computer conferencing, for example, require powerful computers and high-speed modems in addition to payment for books and tuition. Even if students acquire the hardware and software, they may not understand how the system works. At a distance they may have difficulty resolving technical problems and fall behind in their assignments.[18]

Conclusion

Distance education provides a great emphasis on learner-centered instruction. Educators for the most part support the effort to increase student responsibility for their learning. Nevertheless, there are many caveats in considering a distance delivered language program. In addition to the issues of technology selection and connectivity, of registration, of teacher training, there are issues of curriculum planning and instructional design.

INSTRUCTIONAL COURSE DESIGN

One of the major issue of creating a distance delivered "foreign" language course is the amount of time necessary to design the curriculum and to practice the instructional strategies. Teaching "live" to remote-site students requires carefully choreographed plans for the teacher, the site coordinators, and technician at each "broadcast."[17] (Appendix L - CIC)

Because foreign language courses in many districts are elective courses, teachers of these courses must be creative and well prepared to maintain their enrollments. This situation contributes to the time delegated to planning and practice necessary for an on-air or on-line language course. Typically, foreign language teachers do not lecture; rather, they design short, thematic activities which revolve around cultural and linguistic skills of a unit. In addition, language teachers are known for creating pair and group activities to increase student production (speaking or writing) in the target language. The distance education teachers must plan these remote-class strategies even more carefully than in-class teachers to insure participation of the remote-site students where the teacher cannot assist at the private level. Despite this head start that language teachers have over teachers of other disciplines,

planning is still critical and perhaps the most time consuming part of a course. (Appendix K - Instructional Design Timetable)

Analysis

The analysis part of a 4-part paradigm (analysis, development, implementation, evaluation) may take more time than the actual instruction. For this reason, many new distance education teacher and staff reduce or ignore the time recommended for course analysis. Typically, the analysis phase comprises four activities: needs assessment, learner assessment, task and content analysis, and writing course objectives.

Needs Assessment

At the pre-collegiate and collegiate level, teachers propose new language courses to principals, learning coordinators, department chairs, and deans. For a typical in-class/on-campus course syllabus, teachers often receive time off to prepare. However, rarely does in-class preparation require the detail necessary for successful remote-site instruction. The flexibility that campus teachers have to adjust content and presentation over a semester or year is rarely available to teachers delivering instruction to a distant population. Consequently, teachers must have a clear understanding of their students needs and goals.

In addition to questions about students' needs, teachers must pose other questions. For instance, what are the positive

aspects of introducing new instruction on a given topic at a given time? How might distance instruction impact teachers' career goals? Many new teachers or untenured faculty members are attracted to technology; however, they may not benefit from the timing in listing these courses. What are the negative consequences if instruction is not provided? In some states, where foreign language is a high school and college graduation requirement, not offering a language course may prevent students from continuing their general education. In other states, mandates require language instruction." Not to teach a language might result in less state and federal funding (Sandrock, 1993).

Learner Analysis

Increasingly language teachers are surveying their students at the beginning of class. These data provide information for customizing instruction and personalizing assignments. When one instructs students at remote sites, this information becomes essential for instructional adaptations. For instance, many experienced distance education (DE) teachers advocate no more than ten students per site and no more than three sites. This small number of students per site enables pair work that teachers can potentially monitor from the campus site.

Students who have previous experience in DE classes can assist novice DE learners in becoming responsible for their learning. Distance teaching environment quickly reveals which

students are serious and do very well. Poor students are immediately found out and become better students or drop.

Teachers also need to know the content experience of students. False beginners often slip into beginning classes that are taught at a distance. The registration practices concerning prerequisites may vary from site to site.[9] Often the teacher has no registration control except for capping enrollments.

Task/Content Analysis

In many institutions, teachers design their courses to comply with national, state, or department standards. Most standards dictate the skill level for speaking, listening, reading, writing, and culture comprehension. When language courses include students from different states or districts, teachers may need to identify where differences exist. Some universities require a specific exit proficiency and many businesses seek an oral proficiency rating of advanced-plus. Until "foreign" language educators produce an instrument for language assessment equivalent to TOEFL (Test of English as a Foreign Language) or TOEIC (Test of English for International Communication) for students of English, language teachers will need to describe course content in detail. In addition, teachers will need to decide if their course content requires prerequisites. Finally, can teachers enumerate the knowledge, skills, and job requirements to be learned in the course?

Objectives

For a decade or so, writing learning objectives have been out of favor among teachers. In the past, teachers could discuss issues of course objectives and articulation to the next course in an informal setting. However, remote-site students, administrators, and advisors may find knowing what the objectives of the course entails is essential in their work. When on-line time is critical and costly, teachers may find that writing objectives in detail actually very helpful for their lesson presentation. These specified objectives contribute to the marketing of the course. These scripted objectives provide the consumer with a guarantee for the course product.

Design/Development

Distance educators involved in instructional design recommend that teachers consider five components for each learning objective. They are preparation, presentation, participation, practice, and performance. Although in-class teachers may subconsciously consider these components in developing a syllabus, unit, or lesson plan, remote-site teachers will find that articulating each of the five components in written form is crucial for a coherent and smooth delivery.

Preparation

The preparation component readies the students for learning. Some type of attention-getting technique is necessary to focus

the students on the teacher. After setting the class tone, teachers needs to establish a context for new learning in relation to previous lessons or courses. Students should know at the beginning of each class what they should know by the end of the class. Teachers need to check that the students have all necessary materials and resources to complete the day's activities.

Presentation

The presentation is the core of what the teachers do by identifying distinctive instructional activities. To maintain students' interest, presentations should provide a variety of activities and media, such as definitions, discussions, examples/non-examples, case studies, and summaries. In essence, the goal of the presentation is to provide information to support the learning objectives.

Participation

During participation, students process the newly acquired information. In addition, this component involves students more actively in the lesson to deepen their comprehension. Rather than assume passive acquisition, active participation would better serve language students as they acquire the target language and culture. Some active activities might include application or observational exercises, reflective questioning, rhetorical and application questions, and simulation or case

studies. In the foreign language setting, these activities would be designed in the target language.

Practice with Feedback

The inclusion of this component is based upon the premise that people learn from their mistakes (operant conditioning). Under supervision, students can test the extent to which they have acquired new knowledge and the degree to which they can manipulate the knowledge. Written and oral test or quizzes are the most popular methods of providing feedback on discrete points. However, simulations and actual performance may provide an accurate record of internalized knowledge.

Performance Assessment

Teachers may deliver feedback and final assessment results though a variety of media such as on a grade transcript or by telephone, on-line using email, letters, or in person. This evaluative information verifies that students are capable of meeting the objectives of the course (e.g., speaking at an advanced-plus level on the ACTFL oral proficiency profile). Teachers can also classify their students performance with the standards established for the nation, state, or district.

Implementation

Implementation of a distance delivered course requires a plan that details the logical requirements and describes the system prepared to support off-campus students.

Logistics

Each lesson must be choreographed so that the cameras, computers, fax machines, and telephones are in working order. Unlike for the on-campus teachers, the remote-site teachers must write down every detail so that the support staff team and each site of students know what they should do concerning the lesson and the technology. (Appendix G - Site Coordination) In a distance learning format, instruction is much more public and is subjected to greater criticism than campus classes. In contrast to campus courses, it takes several years to recover the costs of remote-site course production.

Finally, the teachers involved in these courses must seek to participate in distance education. Particularly at collegiate levels, some assistant professors are understandably resistant to instructing such courses. If the non-tenured faculty are the only teachers able to instruct a language, it is best not to request their services until they are tenured regardless of the needs of the students.[20]

Learner Support

When students and teachers do not meet in a face-to-face setting, communication alternatives must be numerous and frequent. This section describes some of the potential areas of miscommunication. An example of an excellent learner support system is one developed by the College of Engineering for their students of the Japanese taught through audio-graphics (Davis, 1994, 1996).

Learner profile.

Each language program and perhaps even each class will have a different student profile. To avoid making assumptions about students, distance educators recommend that teachers solicit information from students on a variety of topics. These topics might include: prior course knowledge; prior skills (levels of listening, speaking, reading, writing, and cultural sensitivity); experience in a target-language country and in the use of technology; analytical and conceptual abilities; cultural, social, and economic backgrounds; learning styles (visual, audio, tactile or group, individual); and course goals.[21]

Preparing to learn.

To prepare students who do not have ready access to the campus/school for the class, teachers need to review the goals of the organization, the purpose of the course, the learners' profiles, and the available resources. Teachers or staff might anticipate student questions and create a brochure of the most frequently asked questions. These materials might engage the

students in some action. In a distance delivered course such materials might help students allocate time for classes and homework and rearranging family responsibilities. Providing telephone numbers (preferably toll-free), fax numbers, email addresses, and web sites for contact persons is reassuring to students. A list of participants consoles students and the ability to contact them enables students to raise questions and vent frustrations in a safe environment. Students might contact the hot-line where English (native language) is allowed.

Maintaining motivation.

Loneliness is a major problem for students enrolled in a distance delivered course. The teacher and staff have an obligation, often one greater than the on-campus teacher, to create lessons that motivate their students to continue studying on their own. Personalizing the activities in each lesson can increase student motivation. Prior to delivery of the course, teachers might test content with a focus group of possible student types. In addition, the teacher can assign various duties to the site coordinator, such as tutoring and advising or being facilitator of local supplementary activities.

Dealing with problems.

At a distance, problems can seem enormous. In contrast to campus students who have an awareness of the institutional services, those who study at a distance are often handicapped by not knowing what to do or who to contact. In addition, the remote-site student may not be able to contact a campus contact.

Consequently, the students may drop out unnecessarily. Therefore, teachers need to have a mechanism for resolving problems and fully inform students in advance of the format and process of solving problems whether they be personal, technical, academic, or procedural.

Evaluation

The evaluation sequence is often the weakest park of the instructional design. Although course evaluation (formative) are usually completed as for on-campus classes, summative evaluations frequently are ignored or completed in haste. For the distance-delivered course, it is the latter evaluation which is critical for any innovations and changes. Often it is this evaluation which will determine if the course continues and if the program will obtain additional funding. Therefore, the components, the data collection, the analyses of issues in the report may determine the future of a course and program.

Components

The components of a typical evaluative report includes items such as the syllabus, grades for the mid-term and final assessment, the purpose of the course, and course evaluation. Some of the evaluative questions might focus on teacher delivery, course content, student-teacher interaction, teacher accessibility, problems with technology, site coordinator, and administrative support. The evaluator will want to check with

students, teachers, staff, and administrators concerning the interpretation of the purpose of the course. It is likely that the original purposes may have changed by the end of the course. This change may influence the decision of continued agency funding.

Data Collection and Analysis

There are a variety of methods of collecting data for the teacher and staff to justify their recommendations. Surveying students periodically using the institutions' course evaluation is one strategy. If teacher do not plan to visit students at remote sites, a survey instrument may be the most efficient. However, another strategy might be to meet students in-person and informally discuss the pros and cons of the course and program. A case study approach might be assigned to each site coordinator. In so doing, each site could be view as a separate entity. The type of information might include reactions to course content, people, and technology. Students might be asked about the supposed quality of their learning and the behavior that their learning might have generated. Teachers or evaluators might also seek to understand the social impact of the remote-site experience.

The type of questions that the teacher seeks to answer and the number of students may determine the nature of the summative analysis. The analysis may be made through statistical analyses with descriptive or inferential measures or with more subjective

or value-laden measures. Regardless of how the analysis is conducted, the teacher must often produce results in a specific time sequence and in a given framework. Time should be allocated for this activity in the planning stage.

Conclusion

Regardless of the discipline or the technology, teachers and their support staff need to design instruction that answers questions raised concerning analysis of needs, course development, implementation, and course/program evaluation. All these caveats may seem common sense to most teacher; however, sometimes the remoteness of instruction interferes with what educators might think to be normal procedures. Teaching to people that one has not met in person, maintaining a content focus, interacting with students, watching the time, and operating various technologies can become a challenging experience. Therefore, skipping any one of these steps may result in failure and a waste of time and money. On the other hand, following these four steps will most likely lead to a successful distance education program, satisfied consumers, and happy administrators.

NOTES

1. Modern Language Association records - Brod, R. & Huber, B.J. (1997). Foreign language enrollments in the United States institutions of higher education, Fall 1995. *ADFL Bulletin*, 28/2: 55-61.

2. The National Board for Profesional Teaching Standards anticipates a national certification for "foreign" language teachers by 2000. Contact: NBPTS, 26555 Evergreen Road, Suite 400, Southfield, MI 48076 or 1-800-22-TEACH/ 800-532-1813.
http://www.nbpt.org
Some states will provide funding to reimburse teacher for the cost $2000 of certification.

3. See CALICO'95 and CALICO'96 programs
http://agoralang.com/calico.html or www.calico.org

4. Correspondence with Ann Tollefson, 24 February 1997.

5. Edna Amir Coffin (University of Michigan) as cited in Morahg, G. (1997). *Report: 1997 Conference on the Less Commonly Taught Languages*. (17-19 October 1997; p. 9) Madison, WI: University of Wisconsin, Department of Hebrew and Semitic Studies.

6. Governor Thompson (Wisconsin) proposed the TEACH Initiative (Technology of Educational Achievement) to wire all Wisconsin K-12 schools to the Internet. However, his initiative fail to provide funding for connectivity past the first year or any type of training for teachers in using the Internet. School administrators have to compete for federal money on an annually.

7. Interview with David Werther, University of Wisconsin-Extension (Liberal Studies and Arts) on 13 August 1997.

8. Diane Kovacs <dkovacs@kentmv.kent.edu> has maintained a list of language listservers for several years. To obtain her list, send a email message:
TO: listserv@kentvm.kent.edu
get acadlist readme

9. Distance Learning Foreign Language Teachers - (dlflt) Listserv
TO: listproc@list.gatech.edu
SUBSCRIBE dlflt@list.gatech.edu Firstname Lastname

Just mail this e-mail and instructions will follow. Questions? Problems? E-mail to the listowner, Carolyn Cole, at <cc98@prism.gatech.edu>.

10. After Loren Alexander studied Japanese from OSU via telephone, He developed an language program using the OSU model:

> Subsequently I taught several courses in German literature and in Second Language Acquisition via telephone connection, including a course on media (mainly computers) in language acquisition. In each of these courses there were a few on-campus students in addition to the off-campus students. The Spanish section at KSU has also taught and continues to teach courses by distance connection that have practicing teachers as students.
>
> These institutes and subsequent distance-learning courses have resulted in a huge increase in graduate student enrollment in the Department of Modern Languages, whose MA program faced deletion prior to these events. The contrast is approximately 2-3 graduate students in all three languages prior to the institutes vs 30+ at present.

The Anneberg/CPB Project [(800) LEARNER] and the Geradine R. Dodge Foundation have funded two college language programs. *Destinos* (1992) written by Bill Van Patten (University of Illinois) and *French for Action* Rebecca Valette (Boston University) in cooperation with the McGraw-Hill Publishing Company. A German program will be available for September, 1998. WGBH television broadcasts the programs during weekday hours.
Contact: Wisconsin Education Communications Board % Charllote Bell (608) 264-9730 <cbell@mail.state.wi.us> Programs have been offered for college credit at UW-Whitewater and Milwaukee Area Technical College. WECB/WPT will broadcast *French for Action* and *Desinos* during the AY 1997-98. Most requests for these program are not for credit.

12. National publishing companies now include CD-ROMs as part of the language product package. Instructors of LCTLs are also preparing CD-ROMs such as those available for Arabic, Chinese, Japanese, Portuguese, Swahili, and Yoruba. See also: Rosetta Stone Language Library -- 20 languages designed for two levels.

13. In the Madison Metropolitan School District (Wisconsin), few school have identical start-times and daily class schedules. Often principals arrange bell schedules to meet the needs of bus companies, state legislation, athletic programs, and curriculum innovations.

14. J.D. Edwards (Executive Director-NCLIS, 1118 22nd St., NW, Washington, DC 20037) memo 8 August 1997. <www.languagepolicy.org> "We are proposing ... to strengthen outreach to K-12, and to encourage greater use [sic] technology."

15. Since the current CSC executive director has not returned the survey, I am able to make general recommendations based on CSC current known applications. Three completed surveys were returned out of 60 distributed by email in late July, 1997. Several contacts indicated that their institution had no distance education language programs in place at this time.

16. One of the University of Wisconsin Distance Education Certificate course required work on the WWW prior to the telephone conference. Because of the heavy student use on the Wisconsin server which hosted the course, participants could not post their projects or questions to the Wisconsin Web site during the day.

17. The University of Wisconsin, College of Letters and Science, has offered several language courses from the Madison campus. The Department of Scandinavian Studies offered Norwegian 101 during the summer of 1997.
http://polyglot.lss.wisc.edu/scandst/norsk/home.html (model)
http://midgard.lss.wisc.edu (actual site for summer course)
The following fall the Department of Slavic Languages and Literature offered Polish 207 (third semester).

18. In Iowa and Michigan, state funding is provided for elementary school programs. In addition, of the CSC states, Arkansas, Minnesota, Wisconsin, Indiana, Kansas, Kentucky, Missouri, Nebraska, Ohio, South Dakota, and Tennessee have state foreign language requirements.

19. In the case of a Norwegian class taught during the summer, only one of the students was enrolled for credit. The other students at the remote campus were "special" non-credit students.

20. Several examples of unwilling teachers have been shared at distance education meetings. In nearly every case the instruction was not successful and the student complained to administrators.

21. In a summer Norwegian course, the teacher anticipated graduate students. The class comprised two retired Norwegian-Americans who did not own a computer or know how to use a computer, a high school student, one graduate student with computer experience, and several undergraduates.

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Appendix A

HEA Title VI - Language/Area Centers

The U.S. Department of Education (Internationa Education and Graduate Programs Service [202-401-9798]) administers several programs funded by the Higher Education Act, Title VI. The following funded universities are located in the Central States Conference region:

African Languages --

Illinois, Univ. of	(217) 333-6335
Indiana University	(812) 855-6825
Michigan State University	(517) 353-1700
Ohio Univ./Ohio State Univ.	(614) 593-1834/(614) 292-8169
Wisconsin, Univ. of	(608) 262-4460

East Asian Languages --

Chicago, Univ. of	(773) 702-8648
Illinois, Univ. of	(217) 333-7273
Indiana University	(812) 855-3765
Kansas, Univ. of	(913) 864-3849
Michigan, Univ. of	(313) 764-6308
Ohio State University	(614) 688-4253
Washington Univ./Missouri, U.	(314) 935-5958/(314) 516-5755
Wisconsin, Univ. of	(608) 262-3643

Eastern European, Russian, Central Asian Languages --

Illinois, Univ. of	(217) 333-1244
Indiana University	(812) 855-2233/855-7309
Iowa, Univ. of	(319) 335-0368
Kansas, Univ. of	(913) 864-4236
Michigan, Univ. of	(313) 764-0351
Ohio State University	(614) 292-8770
Wisconsin, Univ. of	(608) 262-3379

Latin American/Caribbean Languages -- (not Spanish)

Chicago, U./Illinois, U.	(312) 702-8420/(217) 333-3182
Indiana Univ./Michigan, U.	(812) 855-9097/(313) 763-9200
Michigan State University	(517) 353-1690
Kansas, Univ. of	(913) 864-4213
Wisconsin, Univ. of (M/Mil)	(608) 262-2811/(414)229-4401

Middle Eastern Languages --

Michigan, Univ. of	(313) 764-4141
Ohio State University	(614) 688-4321

South Asian Languages --

Chicago, Univ. of	(773) 702-8637
Michigan, Univ. of	(313) 764-0352
Wisconsin, Univ. of	(608) 262-4884

Southeast Asian Languages --

Michigan, Univ. of	(313) 764-0352
Northern Illinois University	(815) 753-1771
Ohio Univerity	(614) 593-1840
Wisconsin, Univ. of	(608) 263-1755

Western European Languages -- (Not French, German, Spanish)

Indiana University	(812) 855-9669
Kalamazoo College	(616) 337-7056
Minnesota, Univ. of	(612) 625-5899
Ohio State University	(614) 292-4921

Appendix B

CSC Papers/Presentations

1998 % Karen Cardenas (South Dakota State University) <cardenas@ur.sdstate.edu>
Using Technology to Teach Non-Traditional Students. MI - Lynn Herkstroeter, Saginaw Valley State University, University Center.
Fiber Optics-Foreign Language Teaching at a Distance. WI - Kathy Beer, Clintonville HS.
Going the Distance: Goethe Institute/AATG Distance Learning for Professional Development. NJ - Helene Zimmer Loew
Foreign Languages at a Distance. WI - Judith Vandenberg, Gillett School District.

1997 % Sharon Rapp (Conway High School, AR) <srapp@juno.com>
Internet, WWW, & Technology: A long distance model for teacher development. Ohio DOE - Marin Seletsky, OSU - Kathryn Corl, UNE-L - Michael Dempsey & Patricia Branson
[*Teaching Strategies for Interactive Television.* OH - Robert Robison, Columbus Schools (cancelled)]

State FL Organizations

ARKANSAS[1]
COLORADO
ILLINOIS
INDIANA
IOWA
KANSAS
KENTUCKY
MICHIGAN
MINNESOTA
NEBRASKA
NORTH DAKOTA
OHIO
SOUTH DAKOTA
TENNESSEE

WISCONSIN
1997
Foreign Language at a Distance. Gillett School - Judith Vandenberg & Kaye Lietz

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[1]Information was not available for distance education panels at state conferences.

1996

Using Learning Link Wisconsin in the Foreign Language Classroom. Madison WECB - Linda Hanson & Greg Robinson

Latin By Distance Learning: A Low Tech Approach. Saginaw Michigan Lutheran Seimary - Glen Thompson

A Crash-Course on Survival for the Distance Education Teacher. Barron High School - Irene Popo; UW-Barron Co. - Mary Hoeft

American Council on the Teaching of Foreign Languages

1997

Irasshai: Mutimedia Distance Learning Series in Japanese Language and Culture. Tim Cook (GPB), Greg Dunkan & Elizabeth Rieken (InterPrep-Atlanta)

Development of a Japanese Language Course Through Distance Learning for Elementary Students. Taeko Tashibu, Cynthia Rekda, Martin O'Caaghan (Seattle), Atsumi Tsuimori (Spokane)

Instructional Design for Foreign Language Classes Taught Through Distance Learning. David Alley (Georgia Southern U.)

Distance Learning: A Profile of Programs. Janaan Tyler & Sara Mendes (Fargo)

Roundtable Discussions: Tricks of the Trade for Distance Educators. Janaan Tyler & Sara Mendes (Fargo)

Concerns of the Profession: Going the Distance--Goethe-Institute/ AATG Distance Learning Project. Aleidine Moeller (U. NE-Lincoln)

Student-Centered Environment and Distance Learning in CFL. Xiaojun Wang (Western Michigan U.)

Modern Language Assocation

1998

Technology in Second Language Learning: What Does Research Tell Us? - Richard Kern (UC-Berkeley)

Appendix C

Central States Programs

UNIVERSITY	LANGUAGE	INSTRUCTOR	TECHNOLOGY	SITES
ARKANSAS				
COLORADO				
Denver TTFLI		Eleanor Hoffman		
ILLINOIS				
Comm. College	German I/II HS	Lois Sabino/Miriam Chapman	comp. video	?
	German I/II CC	Rutz Ozol	comp. video	
	Spanish CC	Nancy Virumbiales	comp. video	
	Japanese HS/CC	?	comp. video	
Univ. IL-UC	Spanish	Bill Van Patten	TV	PBS

INDIANA

The Indiana Higher Education Telecommunications System dates to 1980. IHETS now allows full motion two-way capability along with DS-1 compressed teleconferencing and DS-3 video. Indiana's distance education system has been successful primarily because of a

willingness to plan ahead, the cooperation of institutions, and the willingness to implement plans (Evans, 1993).

IOWA

Iowa has installed a state-owned two-way interactive fiber system to every county seat. All educational institutions are connected. Because carriers were not included in the planning, several lawsuits have occurred (Evans, 1993).

Des Moines	Japanese Latin		comp. video /fiber-optic	6 HS
Marshalltown	Russian	Mark Engle	comp. video	HS/CC

KANSAS

Shawnee Miss.	Japanese	% David Wolfe	comp. video/fiber-optic	HS
	Russian	% David Wolfe	comp. video/fiber-optic	HS
KSU-Manhatten	German	% Loren Alexander	telephone	HS/Un
	French	% Douglas Benson		
	Spanish			

KENTUCKY

As a result of a supreme court decision, since 1989, Kentucky has embarked upon an ambitious program to utilize distance education technology to equalize access to education throughout the state. Kentucky Educational Television provides the conduit, while the Kentucky Department of Education provides the programming content (Evans, 1993).

SERC	Latin I	Jim Smith	satellite KET	90 (500)
	Latin I-II	% Jane Smith, Joan Jahnige		
	German I-II	% Ruth Styles		

MICHIGAN

Many local and regional consortia have been active in establishing distance learning networks. Most of the two-way interactive networks are fiber optic networks. Michigan cable industry is also active at the K-12 level. Some institutions use SERC for satellite. State laws allow for more competition and less regulations (Evans, 1993).

Oakland	French (Russian, Japanese, Chinese)	David Jaymes		

MINNESOTA

The State Telecommunications Access and Routing System is a statewide fiber optic network that handles both the video and data needs of educational institutions.

UMN-Duluth	French	Cheryl Petterson	ITV	3 HS
ECMECC-Braham	Spanish	%Steve Hallan	ITV (two systems	8HS/CC
	French	Ann Mans	ITV	
	German		ITV	
	Chinese		ITV	
	ASL		ITV	

MISSOURI

NWMissouri St	Spanish I	Channing Horner	ITV	2HS/Un

NEBRASKA

Lincoln

NORTH DAKOTA

Fargo PBC	Spanish	Val Babb	ITV (SERC)	

OHIO

Ohio State	20+ languages		telephone courses	
Ohio	German	Robert Di Donato		
Ashtabula Co.	Spanish	Andre Camarata	local service	
Columbus		Robert Robison	1/2-way video/audio, ITV	

SOUTH DAKOTA

SD State	German III-V	Karen Cardenas		3 Un

French III-V

WISCONSIN

Governor Thompson proposed the TEACH Initiative in 1997. The Legislature approved funding for this effort to connect every K-12 school to the Internet. In addition, the University of Wisconsin System and the Wisconsin Technical College Association have created an overlapping system of satellite services. Staff at the higher educational institutions collaborate with staff at the 12 CESAs to provide language instruction.

DPI/WECB	Japanese	"JALCAP"	satellite (SERC-Ku band)	
Green Bay (NEWEC)	French Japanese Russian		ITV (SERC)	17
Clintonville (ERVING)	French German Spanish		fiber optics	
Ashland (NWECS)	French Ojibwa Spanish		satellite/fiber optics	40
Madison ATC	French Spanish	(CESA) % Ugaz	ITV	2 HS
Milwaukee CIRCUIT	Japanese French German Spanish		cable cable	3
Nicolet TC	Spanish		fiber optics	
UW-Eau Claire	Russian	Gale Crouse	compressed video	
UW-Madison	Chinese	Scott Galera		
	Japanese 1-3	James Davis	audio-graphics (satellite)	4, NTU
	Norwegian	Dawn Tommerdahl	compressed video	2 sites
	Polish 3			

* Independent Study *

Arabic I
Danish I
French
German
Greek
Italian
Latin
Norwegian
Polish
Portuguese
Russian
Spanish
Swedish

Appendix D

Non-Central States Programs

Affiliate States

UNIVERSITY	LANGUAGE	INSTRUCTOR	TECHNOLOGY	SITES
Oklahoma				
Oklahoma State	German I-V	?	comp video (13 yrs)	
Tennessee				
TFLI (Project Diane)	LCTLs	Steve Shao	video conferencing	

Non-Regional States

California				
UCLA Russian		Olga Kagan	satellite	
Delaware	French Spanish	Jorge Cbillos	satellite	3HS/Un
Georgia				
Atlanta	Chinese	Tim Cook	ITV	
Statesboro	Spanish	David Alley	comp. video	
Idaho				
Com. Col.	Spanish	Judy Friedeman	comp. video	?
Massachusetts				
Boston	Chinese/Arabic			

UNIVERSITY	LANGUAGE	INSTRUCTOR	TECHNOLOGY	SITES
Nevada				
UNLV	Russian	Gisela Zimmermann	comp. video	5
	Am. Sign Lang.		comp. video	6
New York				
SUNY	Ukrainian	Nelie Zhuravlyova	comp. video	
North Carolina				
Duke	Korean			
UNC	Vietnamese			
NCSU	Hindi	Afroz Taj	ITV	3 Uns (40)
	Spanish I	Gary Smith	comp. video	
Pennsylvania				
W. Mifflin SD	Russian		satellite	
	Japanese			
	Latin			
Carnegie Mell	Spanish			
Penn State	Swahili	% Tom Hale	comp. video (FIPSE-funding)	1
South Carolina				
Columbia	Russian		satellite	
Vermont				
Middlebury	Russian	Tom Beyer	comp. video	
Virginia				
Henrico Co.	Latin			
Washington				
Seattle	Japanese FLES	% Gesela	ITV/video tapes	
Spokane	Japanese	Mike Feduk		

UNIVERSITY	LANGUAGE	INSTRUCTOR	TECHNOLOGY	SITES
Wyoming				
Casper SD	?		comp. video	
		Commercial Services		
		* SERC/STAR School Grants *		
High School	Japanese I, II		German I, II	
	Russian I, II		Spanish I-III	
	Latin I, II			
		* STARNET (TI-IN) *		
High School	French I, II	German I, II	Japanese I, II Latin I, II	Spanish I-III
Middle School	Languages Around the World		Olé Espanol	
Elementary	Spanish K-5			
		* STEP NETWORK *		
High School	Russian I	Japanese I, II	Spanish I, II	
		International Programs		
Belgium/UK	Polish	Jacek Iwanski	Email (Macintosh) multimedia http://users.netmatters.co.uk/dandafores	
Canada				
Alberta	Russian Mor.	Tom Priestley	compressed video	2
Calgary	Russian Lit.		compressed video	2

Appendix - E

Federally-Funded Programs

Language Resource Centers - HEA Title VI

UNIVERSITY	LANGUAGE	CONTACT	TECHNOLOGY	SITES
CAL/Georgetown	no programs	% Dora Johnson		
Iowa State	no programs	% Marcia Rosenbusch		
Hawaii	Chinese	Steve Fleming	ITV	4
	Hawaiian	Puakea Nogelmeir	ITV	4
	Tagalog	%Teresita Ramos	ITV	4
	Russian	Irene Thompson	ITV	
Michigan State		%India Plough		
Rockford School	German		ITV	
Negaunee School	Spanish		ITV	
Minnesota				
Univ. Minn.	Russian	% Gary Jahn	ITV	
	Japanese		ITV	
Ohio State				
San Diego State				

Appendix F

Distance Education - Survey

TO: Language Coordinators
Language Resource Center Staff (HEA Title VI)

RE: Distant Learning Applications for Language Instruction

As one of the current Central States Conference fellows, I am collecting information on different applications of technology used to teach languages at a distance. In addition, I am completing a certification in distance learning from the University of Wisconsin.

In order to make recommendations to the CSC members, I need additional information. Could you respond to the following questions, please? Your responses will be included in my report to the CSC Board in late March, 1998. I plan to write an article for ERIC/LL based upon this information. Thank you for your cooperation.

* COURSE IDENTIFICATION *

1. Are their training programs THAT YOU MUST OFFER which are essential to your organization (CSC or NLRC), but you are unable to justify the cost of bringing the learners in or sending an instructor out to deliver the training?

   TOPICS

2. Are there training programs THAT ARE NOT NOW OFFERED but you are unable to justify the costs associated with bringing the learners in or of sending an instructor out to deliver the training?

   TOPICS

3. Are there training programs that you must offer to many persons throughout your organizations in a short period of time or on very short notice?

   TOPICS

4. Are there programs for which the number of potential learners is so great that you cannot afford to bring them in or send enough instructors out to meet the present need?

   TOPICS

Undergraduate/FLAS Centers

UNIVERSITY	LANGUAGE	INSTRUCTOR	TECHNOLOGY	SITES
Kansas				
Pennsylvania	Swahili	Awiya Omar	satellite (1997-98)	
Yale				

African Studies Centers

(NRC - HEA Title VI FY 1997-00)

UNIVERSITY	LANGUAGE	INSTRUCTOR	TECHNOLOGY	SITES
Boston				
UC-Berkeley/Stanford				
UCLA	no programs			
	Hausa	Russ Schuh	CBT lessons	
	Wolof	Russ Schuh	CBT lessons	
Columbia				
Florida				
Illinois				
Indiana	Zulu	Nhlanhla Thwala		Univ. of Witt (SA)
Ohio State/Ohio				
Michigan State	no programs			
Wisconsin				
	?Swahili	Magdalena Hauner	comp. video with Minnesota/Northwestern[2]	
	Yoruba I	Antonia Schleicher	CD-ROM	

[2] According to Kathy Christoph (DoIT-Wisconsin), African language projects are still in planning stage as part of a CIC initiative.

5. Are there programs for which the number of potential learners is so few that you cannot justify the cost associated with forming a class?

TOPICS

* NUMBERS AND LOCATIONS *

6. Which schools/locations would require or desire distance education programs?
SITE NAME LOCATION

7. In the ideal situation (not considering costs), how many learners would attend each program from each site?
PROGRAM # LEARNERS

8. Are there other organizations that might be interested in purchasing programs or sharing the costs of programs you develop?
ORGANIZATION LOCATION PRECEDENT

* CONDUCIVENESS *

9. Does your organization employ group decision-making?

10. Do examples of sharing now exist?
EXAMPLE WITH WHOM

11. Does your organizations have a reputation for innovation and use of new technologies (listservs, voice mail, email, Web page)?
EXAMPLE YEAR IMPLEMENTED

12. Do you have technical staff in telecommunications or language laboratory who would be willing to assist with a project?
STAFF EXPERTISE

* PROGRAM CREATION VS PURCHASE *

13. Does your organization have a number of trainers or DE instructors?
NO = purchase YES = develop course/programs

14. Are instructors willing to teach in a new way?
EXAMPLES (instructional changes)

15. Can you allow instructors adequate preparation time to adapt their present programs to distance education delivery?
EXAMPLES (preparation time for changes)

16. Are there subjects that you are required to teach or would like to teach for which you have one or two qualified instructors, but for which it is difficult to find additional qualified teaching staff?

LANGUAGE/COURSE INSTRUCTORS

17. Do you have outstanding instructors who are exceptional in language acquisition and in the classroom and whose talent you would like to share with distant learners?

INSTRUCTORS LANGUAGE/COURSE

18. Is there an outstanding instructor(s) whose talents you would like to share with other learners, but who cannot travel without affecting his/her present obligations?

INSTRUCTORS LANGUAGE/COURSE

* PURCHASABLE PROGRAMS *

19. Are there language programs AVAILABLE for purchase on the topics or languages that you require?

20. Are the programs which are available of the QUALITY you desire?

21. Are the programs that you find acceptable and available at a PRICE you can afford?

* KEY DECISION MAKERS/BARRIERS *

22. Who will review needs and set the priorities for developing or purchasing the programming that you believe necessary?

YOU YOUR BOARD/CHAIR COMMITTEE

23. Who are the key decision makers at each receiving site who will need to approve and support this project?

    a. What background information about distance education must you provide to help them make a decision?

24. Can and will each receiving site devote the space, time, and personnel to handle site facilitation requirements and to assure a good distance learning experience for its students?

25. What other potential pitfalls can you identify that might prevent the adoption of distance education?

    a. What steps can you take to avoid or overcome these pitfalls?

* MONEY *

26. Does your organization/institution have various grants available for financing projects?

27. How is money allocated?

    TRAINING CURRICULUM DEVELOPMENT PROJECTS

28. What is the financial status of receiving sites?

    a. What percent of the cost can these sites share?

29. How much can you budget to finance start-up costs for equipment and facilities?

30. What can you afford to spend monthly on a distance education program during the first year?

31. What amount of money can be budgeted from on-going program needs?

32. What is the fiscal policy of instruction?

33. Can you budget additional pay or rewards for instructors who prepare a program for distance education delivery?

34. Which funding sources are available for program use?

    STATE
    FEDERAL
    FOUNDATIONS

STUDENT FEES
DEPARTMENT
COMMUNITY SOURCES
BUSINESSES
OTHERS

Appendix G

Site Coordination Check List[1]

At the K-12 level, the site coordinator's responsibilities may be shared by a language teacher and a media specialist.

Decision-Making
- Is the language course needed?
- Is the topic concerning language instruction timely?
- Who are the potential students?
- Will the program generate revenue (cost recovery)?

Preliminary Preparations 1 Year
- Reserve the room with equipment
- Arrange for technical support
- Open project/course file to manage information
- Send license agreement to collaborating schools/districts
- Prepare paperwork (purchase orders)
- Establish registration & tuition procedures
- Design curriculum with learning coordinator

Building the Local Event 6 months
- Convene a local panel of experts (language & technology)
- Conduct a "hands-on" workshop with site/language teachers
- Invite local vendors to demonstrate products
- Participate in school book fair or exhibit
- Plan a follow-up field trip to each site
- Arrange for a networking social among language teachers
- Solicit door prizes from local business (parents)
- Serve language-related refreshments
- Prepare demo of a lesson for parents, principals, teachers

Promotion
- Develop direct mail/email brochure (semester prior)
- Mail/distribute brochure (6 weeks prior to registration)
- Develop press releases
- Notify newsletter editor (district) & local newspaper

Registration prior semester
- Take & track registration (demographics & minimum numbers)

---

[1]Original concept by Elyse Brady (1996), *Teleconferences: Building the local event*. Jacksonville, FL: Florida Community College. See also: Joan E. Cybela (1997), *Enhancing the educational impact of distance learning experiences at the local level*. Madison, WI: University of Wisconsin-Extension. <www.uwex.edu/disted/cybela.htm> Janann Tyler (1998), *Hablamous español*! Fargo, ND: Priaire Public Television.

. Mail press release (4 weeks prior)
. Send confirmation letter to students/parents
. Contact site teacher/coordinator
. Give technology survey to each registrant

Final Details
. Generate student roster
. Review class responsibilities with remote site teacher
. Name tags for students
. Clarify instructions for handout distribution (pre-, during, post-activities)

Event
. Arrive early
. Post sign of course
. Check out room arrangement, plugs, lighting, heat, air
. Test equipment (audio, visual)
. Telephone/Fax (toll-free line)
. Orient students to any protocol
. Allow for remote site student questions

Follow-up
. Thank-you letters to sponsors
. Self-evaluation of instruction
. Student evaluation
. Site coordinator/teacher evaluation

Appendix H

ACTFL Distance Learning SIG
CSC Members

ARKANSAS		
Bieber, Martha	Westark Com. Col.	mbieber@systema.westark.edu
Davis, James	UA-Fayetteville	jndavis@comp.uark.edu
Dhonau, Stephanie	UA-Little Rock	sadhonau@ualr.edu
King, Shirley	Arkansas Tech. U.	flsk@atuum.atu.edu
Lewis, Bart	Lyon College	lewis@lyon.edu
Thomas, Majoice	Little Rock	
COLORADO		
Haney, Dagmar	Pueblo	
Gatz, Lawrence	Metropolitan State	glatz@mscd.edu
ILLINOIS		
Battaglia, Tom	Downers Grove	
Cowan, Maria	Glenview	
Garcia, Christa	Glen Ellyn	
Laine, Jennie	Naperville	
Tourvile, Raymond	De Kalb	dtourvil@niu.edu
Wilson, Barbara	Carrollton	
Zupec, Kimberly	Skokie	
INDIANA		
Cooks, Maria	Purdue Univ.	marcooks@purdue.edu
Simich-Dudgeon, C.	Indiana Univ.	csimichd@indiana.edu
Williams, Mary	Indianapolis	
IOWA		
Garcia, Eduardo	Ames	egarcia@iastate.edu
O'Brien, Sheila	Clarke College	sorien@keller.clarke.edu
KANSAS		
Armstrong, Penelope	Pittsburg	parmstro@pittstate.edu
Montgomery, Caroine	Halstead	
KENTUCKY		
Calvert, Berta	Louisville	
Jahnige, Joan	Lexington	jjahnige@ket.org
Latkovski, Stephanie	Louisville	slatk@iglou.com
Smith, Jane	KET	jsmith@ket.org
Styles, Ruth	KET	rstyles@ket.org
Welch, Thomas	Nicholasville	twelch@jessamine.k12.ky.us
Worley, Linda	U. Kentucky	lworley@pop.uky.edu
MICHIGAN		
Casady-Bowen, Nancy	Houghton	
King, Melissa	Farmington	

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MINNESOTA

Erickson, Nancy	Bemidji State	nerickson@vax1.bemidji.msus.edu
Pettersen Cheryl	Duluth	cpetters@d.umn.edu
VanBuren Phylis	St. Cloud State U.	pvanburen@stcloud.msus.edu

MISSOURI

Durante de Stroup, A.	St. Louis	royaltis@worldnet.att.net
Fortuny, Delores	Branson	
Shields, Christine	U. of Missouri	
Tarnowski, Knut	St. Charles	shodanka@mo.net
Wahlers, Eldon	Central Methodist Col.	

NEBRASKA

Caniglia, Kimberly	Omaha	
Harris, Elaine	Lincoln	eharris@imcedu.ord
Louton, Zoe	Beatrice	zouton@esu6.esu6.k12.ne.us
Moeller, Aleidine	UN-Lincoln	ameoller@uninfo.unl.edu

NORTH DAKOTA

Aarhus, Sonja	Wilton	
Babb, Valorie	Minot	babb@sendit.nodak.edu
* Tyler, Janaan	Lansford	jtyler@lansford.nodak.net

OHIO

Berg, Robert	Heidelerg College	rberg@nike.heidelberg.edu
Haas, Margaret	Akron	mhaas@kent.edu
Larmeu, Paul	Sinclair Com. Col.	plarmeu@sinclar.edu
Latoja, Luis	Columbus SCC	llatoja@cougar.coltate.cc.oh.us
Marshall, Assunta	Dayton	marshall@dayton.net
Menendez, Mary	Perrysburg	mmend@uoft2.utoledo.edu
Moyler, Carl	Dayton	
Pereszlenyi-Pinter, M.	J.Carroll U.	mpereszlenyi@jcvaxa.jcu.edu
Twarog, Leon	Columbus	

SOUTH DAKOTA

Leibiger, Carol	U. South Dakota	cleibige@sundance.usd.edu

TENNESSEE

Forester, Sandra	Knoxville	
Hughes, Todd	Vanderbilt U.	hughestf@ctrvax.vanderbilt.edu
Leppig, Linda	Knoxville	lleppig@learningio.com
Madigan, Kathleen	King College	mkmadiga@king2.king.bristol.tn
Peel, Michael	Collegedale Academy	peel@southern.edu
Young, Dolly	U. Tennessee	djyoung@utk.edu

WISCONSIN

Hasler, Stephanie	Reedsburg	
Kasum, Mary	Thiensville	mkasum@acs.stritch.edu
Kuntz, Patricia	MATC/MMSD/UW	kuntz@doit.wisc.edu
Sotomayor, Maria	Milwaukee	

12/97

Appendix I

CSC State Organizations

ARKANSAS
Arkansas Foreign Language Teachers Association
DOE - Susan Grier griers@arkedu.k12.ar.us

COLORADO
Colorado Congress of Foreign Language Teachers
DOE - Evelyna Donnelly

ILLINOIS
Illinois Council on the Teaching of Foreign Languages
Illinois Foreign Language Teachers Association
BOE - Thomas Hansen
Anne-Marie Fuhrig afuhrig@spr4.isbe.state.i.us

INDIANA
Indiana Foreign Language Teachers Association
DOE - Walter Bartz wbartz@ideanet.doe.state.in.us

IOWA
Iowa Foreign Language Asociation
DOE - Paul Hoekstra phoekst@max.state.ia.us

KANSAS
Kansas Foreign Language Association
http://www.johnco.cc.ks.us/~lovers/kflaxec.html
DOE - Maria Collins

KENTUCKY
Kentucky Council on the Teaching of Foreign Languages
DOE - Lou Dillard

MICHIGAN
Michigan Foreign Language Association
?

MINNESOTA
Minnesota Council on the Teaching of Languages and Cultures
?

MISSOURI
Foreign Language Association of Missouri
DOE - Joel Judd jjudd@mail.dese.state.mo.us

NEBRASKA
Nebraska Foreign Language Association
DOE - Mel Nielsen
Marie Trayer mtrayer@esu3.eu3.k12.ne.us

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NORTH DAKOTA
Foreign Language Association of North Dakota
http://www.jc.edu/~stevenso.fland.html
DOE - ? Valorie Babb

OHIO
Ohio Foreign Language Association
http://www.infinet.com/autremot/ofla.htm
DOE - Virginia Ballinger ae-ballinger@ode.ohio.gov

SOUTH DAKOTA
South Dakota Foreign Language Association
DOE - Connie Colwill

TENNESSEE
Tennessee Foreign Language Teachers Association
DOE - Katherine Pugh

WISCONSIN
Wisconsin Association of Foreign Language Teachers
http://www.execpc.com/~ehannan/waflt2.html
DPI - Paul Sandrock sandrsp@mail.state.wi.us
Madeline Uraneck (Japanese) uranema@mail.state.wi.us

Appendix J

LCTL Organizations

National Council of Orangizations of
Less Commonly Taught Languages
http://www.councilnet.org

% National Foreign Language Center, 1619 Massachusetts Ave., NW,
Suite 400, Washington, DC 20036
(202) 667-8100 fax (202) 667-6907
David Maxwell <dmaxwell@mail.jhuwash.jhu.edu>
Catherine Ingold <cwingold@mail.jhuwash.jhu.edu>

African Language Teachers Association

American Association of Teachers of Arabic

American Association of Teachers of Korean

American Association of Teachers of Slavic and East European Languages

American Association of Teachers of Turkic Languages

American Council of Teachers of Russian

Association of Teachers of Japanese

Cantonese Language Association

Chinese Language Association for Secondary/Eementary Schools

Chinese Language Teachers Association

Council of Teachers of Southeast Asian Languages

National Association of Professors of Hebrew

National Association of Self-Instructional Language Programs

North American Association of Teachers of Czech

National Council of Secondary Teachers of Japanese

Norwegian Teachers Association of North America

South Asian Language Teachers Association

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1997 Participants from CSC Region

Institution	Participant	Language
ARKANSAS		
COLORADO		
ILLINOIS		
Gendale HS	Janet Akaike-Toste	Japanese
Math & Sci. Aca.	Husen, Julia	Russian
Illinois, U/C	Pandhariapande, R.	Hindi/Sanskrit
INDIANA		
Indiana Univ.	Watt, Yasuko	Japanese
IOWA		
Iowa, U.	Everson, Michael	Chinese/Japanese
	Ke, Chuanren	Chinese
KANSAS		
KENTUCKY		
MICHIGAN		
Michigan, U.	Broos, Antonius	Dutch
	Coffin, Edna	Hebrew
	Dwyer, David	(African)
Kalamazoo C.	Chu, Madeline	Chinese
MINNESOTA		
Minnesota, U.	Ilieva, Gariela	Hindi
	Janus, Louis	Norwegian
	Stenson, Nancy	Irish
NEBRASKA		
NORTH DAKOTA		
OHIO		
Ohio State U.	Alosh, Mahdi	Arabic
	Park, Chaneung	Korean
SOUTH DAKOTA		
TENNESSEE		
WISCONSIN		
Madison MetrSD	Kotenbeutel, Claire	Chinese
	Kuntz, Patricia	(African)
Wisconsin, Mad	Andreasson, A-M	Swedish
	Brenner, Rachel	Hebrew
	Compton, Carol	Lao, Thai
	Cowell, Dustin	Arabic
	Hauner, Magdalena	Swahili
	McGloin, Naomi	Japanese
	Mirkin, Bilha	Hebrew
	Morahg, Gilead	Hebrew
	Rafferty, Ellen	Indonesian
	Rifkin, Benjamin	Russian
	Schamiloglu, Uli	Tartar, Uzbek
	Schleicher, Antonia	Yoruba
	Taylor, Yolanda	Dutch
	Verma, Manindra	Hindi
	Yuchtman, Haya	Hebrew
Wisconsin, Mil	Mazor, Yair	Hebrew

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Appendix K

Instructional Design Timetable

Course Development	Person Responsible	Date	Days Req.
Identify your audience			250
Determine course objectives			250
Request department approval			240
Form DE team			240
Select/create lesson plan			200
Select technology for instruction			180
Design/select visuals			90
Create/modify evaluation			85
Hold first rehearsal on mock students			40
Fine-tune course materials			30
Arrange final rehearsal			10

Instructor Training	Person Responsible	Date	Days Req.
Select primary/alternate instructor			95
Train instructors on teaching with tech.			70
Hold site instructor orientation			40

Kuntz - DE Technology			
Hold first rehearsal on mock students			40
Arrange final rehearsal			10
Have instructors travel to sites			10
Registration & Administration	**Person Responsible**	**Date**	**Days Req.**
Market course to potential students			250
Prepare cost analysis			245
Submit proposal for funding			240
Identify remote sites/facilitator			100
Generate tentative student list by site			45
Implement learner support system at site			40
Mail remote site packets			20
Hold audio conference with site facilitator			20
Create list of actual students			10
Establish connectivity each day			1 hr.
Collect evaluations			last day
End-of-project review with DE Team			10 days after course
Post-course review meeting			14 days after course

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Appendix L

CIC - Learning Technology Initiative

(Committee on Institutional Cooperation)
http://www.cic.net/CIC/LTI

Institution	Computer Division Contact
Chicago, Univ. of	Joel Mamretti
Illinois, Univ. of (Chicago)	Gene Ruoff
Illinois, Univ. of (Urbana/Champaign)	Chung Laung Lieu
Indiana University	Jeremy Dunning
Iowa, Univ. of	John Folkins/Leslie Schrier
Michigan, Univ. of	Carl Berger
Michigan State Univ.	Paul Hunt
Minnesota, Univ. of	Donald Riley
Northwestern Univ.	Robert Taylor
Ohio State Univ.	Robert Arnold
PennsyIvania State Univ.	John Harwood
Purdue University	George Van Scoyoc
Wisconsin, Univ. of (Madison)	Kathy Christoph/Read Gilgen
Wisconsin, Univ. of (Milwaukee)	Jessica Wirth

* Languages Planned *

Languages	Institutions
Ancient Egyptian	Michigan & Chicago
Hindi	Michigan & Chicago
Portuguese	Northwestern & Chicago
Swahili	Northwestern, Minnesota, Wisconsin

1/98

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